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| **Goonhavern Primary School- SUBJECT** |
| **TOPIC: PE** | **YEAR: 4** | **STRAND: Dance**  |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| Use movements to tell a narrative Combine and link an increasing number of movementsTo explore different shapes and movements ( sway, whirl, spiral, fall, leap)Compose a short dance phrase in small groups Perform, appreciate and evaluate each other’s work.To improvise freely to translate stimulus. Perform dances with an awareness of rhythmic, dynamic and expressive qualities.Keep a flow to a dance phase without hesitating  | Understand and explain different genres of dance (e.g. street dance, jazz, ballet etc) and be able to name moves specific to these genres  |
| How to combine skills learnt in gymnastics with dance  |
| Create longer narratives and explain why certain movements have been chosen to reflect mood and emotion  |
| Know how to create short dances phases in partners and groups incorporating symmetry  |
| Comment on dynamics, flow and rhythm of other people’s performances and give suggestions for improvements  |
| Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.  |
| **School Values** |
| **Five Ways to Wellbeing** |

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| **Vocabulary**  |
| Rhythm  | Pattern and pace of music  |
| pace | The speed  |
| Energy levels | How much power  |
| Emotion  | feelings |
| Smooth  | Without stopping/hestiating  |
| Transition  | Changing  |
| Simultaneously  | At the same time  |
| Sequence  | A collection of movements in a certain order  |
| Control  | Being able to manipulate  |
| Pattern  | The sequence where everything is the same  |
| Narrative | A story  |
| Improvise  | Make up as you go along  |
| Flow  | Something that doesn’t stop  |

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| **Image/diagram that helps me to articulate my knowledge/understanding**  | **Investigate!** |
|  | Create, perform and share short dances based on well known narratives that may be being learnt in class/links to PSHE and narratives that show emotions and feelingsBuild up to a performance for parents, school Explore different music and how it make syou feelExplore emotions and how we can show these through dance Talk about improvisation What is flow? Look at images and videos of rivers flowing and professional dancers, what’s the same? |